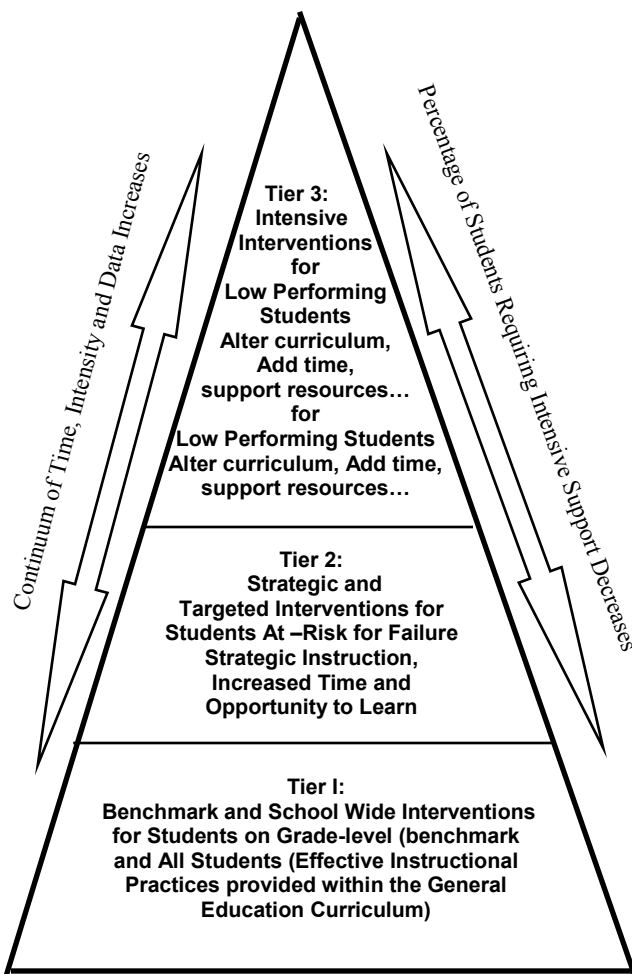


## RtI Framework Pyramid



## Parent Involvement

- Parents receive ongoing feedback about their child's progress through the three-tier system.
- Parents are actively encouraged to participate at school and at home.
- Parents are provided with an orientation of the RtI Processes.
- School and district print materials reference the RtI process where appropriate.
- A process is in place to notify parents and request their input and support as students enter the intervention process.

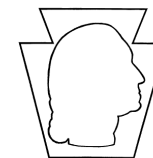
Parents are actively encouraged to participate in problem solving meetings in an atmosphere in which they are welcomed, supported and their input valued.

The RtI Framework is based on scientifically validated practices and is developed in partnership with Dr. Joseph Koveleski, IUP; Dr. Edward Shapiro, Lehigh University; PDE; Bureau of Special Education; Intermediate Units; and the PA Training and Technical Assistance Network.

Washington School District



## Initiative K-6



**Dr. DiLorenzo, Superintendent**  
**Mrs. Kelley Zebrasky, K-3 Principal**  
**Mr. Ken Patterson, 4-6 Principal**

## What is RtI?

Washington School district is proud to be the recipient of a new pilot program entitled Response to Intervention.

This program endorses the RtI model.

RtI is a comprehensive, multi-tiered intervention strategy to enable early identification and intervention for ALL students at academic or behavioral risks. RtI will be applied to decisions in general, remedial, and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

### Tier One:

**Definition:** Students who are making expected progress in the general education curriculum and who demonstrate social competence

Teachers implement a variety of scientifically research-based teaching strategies and approaches .

- Students receive differentiated instruction based on data from ongoing assessments.
- High quality instructional and behavioral supports are provided for all students in general education
- School personnel conduct universal screening of literacy skills, academics, and behavior.

### Tier Two:

**Definition:** Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the general education curriculum and/or have mild to moderate difficulties demonstrating social competence. These students are at risk for academic failure.

- Use of standard protocol interventions
- Scientifically research-based interventions
  - Academic – reading & math
  - Behavior
- Core instruction with supplemental materials
- Differentiated instruction in general ed.
- Specialists assist with strategic instruction in regular classroom.

### Tier Three:

- **Definition:** Academic and behavioral strategies, methodologies and practices designed for students significantly lagging behind established grade-level benchmarks in the general education curriculum or who demonstrate significant difficulties with behavioral and social competence.
- Use of standard protocols
- Supplemental instructional materials
- Small intensive groups
- Can be outside the general education classroom
- Tutoring by remedial educators
- 10-20 week interventions

